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Promotion and protection of human rights: human rights questions, including alternative approaches for improving the effective enjoyment of human rights and fundamental freedoms

Follow-up to the International Year of Human Rights Learning

Report of the Secretary-General

Summary

The present report is submitted pursuant to General Assembly resolution 68/173 on the follow-up to the International Year of Human Rights Learning, in which the Assembly requested the Secretary-General to submit at its seventieth session a report on the implementation of the resolution.

In the present report, the Secretary-General outlines human rights education, training and learning developments and activities in the follow-up to the International Year that were facilitated by the Office of the United Nations High Commissioner for Human Rights from July 2013 to June 2015, in particular in the context of the World Programme for Human Rights Education (2005-ongoing). United Nations initiatives such as the International Year, the World Programme and the United Nations Declaration on Human Rights Education and Training represent the consensus of the international community on the key contribution of effective human rights education, training and learning to the realization of human rights.

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I. Introduction

1. By its resolution 62/171, the General Assembly decided that the year commencing on 10 December 2008 should be proclaimed the International Year of Human Rights Learning; called upon Member States to intensify their efforts to promote human rights learning and education at the local, national and international levels; and encouraged cooperation at all levels and with all relevant stakeholders. Subsequently, the Assembly considered the matter at its sixty-third, sixty-fourth and sixty-sixth sessions, adopting its resolutions 63/173, 64/82 and 66/173, respectively.

2. At its sixty-eighth session, the General Assembly considered the report of the Secretary-General on the follow-up to the International Year (A/68/207,, which provided information on initiatives carried out up to June 2013 to achieve the objectives of the Year. In its resolution 68/173, the Assembly encouraged Member States to expand on efforts made beyond the Year and to consider devoting the financial and human resources necessary to further design and implement international, regional, national and local long-term human rights learning programmes of action, in coordination with relevant stakeholders. It called upon the United Nations High Commissioner for Human Rights and the Human Rights Council to support, cooperate and collaborate closely with all relevant stakeholders in efforts to develop, in particular, the design of strategies and programmes of action for human rights learning at all levels. The Assembly further requested the Secretary-General to submit, at its seventieth session, a report on the implementation of the resolution.

3. In the present report, the Secretary-General outlines human rights education, training and learning developments and activities from July 2013 to June 2015 that were facilitated by the Office of the United Nations High Commissioner for Human Rights (OHCHR) in follow-up to the International Year, in particular in the context of the World Programme for Human Rights Education.

II. Global coordination of the World Programme for Human Rights Education

4. The World Programme for Human Rights Education (2005-ongoing) was proclaimed by the General Assembly resolution in its 59/113 as an ongoing global initiative, structured in consecutive phases, in order to advance the implementation of human rights education programmes in all sectors. The first phase (2005-2009) was dedicated to the integration of human rights education into primary and secondary school systems. The related plan of action (see A/59/525/Rev.1) was adopted by the Assembly in July 2005 (see resolution 59/113 B). The second phase (2010-2014) focused on human rights education in higher education and human rights training for teachers and educators, civil servants, law enforcement officials and military personnel. The related plan of action (see A/HRC/15/28) was adopted by the Human Rights Council in September 2010 (see resolution 15/11).

5. In September 2013, the Human Rights Council adopted its resolution 24/15, by which it dedicated the third phase of the World Programme to strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists. Accordingly, OHCHR prepared, in consultation

with all stakeholders, a related plan of action (see A/HRC/27/28 and Corr.1), which was adopted by the Council in September 2014 (see resolution 27/12).

6. In the same resolution, the Council requested OHCHR to prepare and submit an evaluation report on the implementation of the second phase of the World Programme, based on national evaluation reports. The report (A/HRC/30/24) provides an overview of action undertaken at the national level, as reported by States, with regard to human rights education in higher education and human rights training for civil servants, law enforcement officials and the military. It also draws conclusions from the information reviewed and provides recommendations for furthering human rights education and training, building on the progress made during the second phase. The report will be considered by the Council at its thirtieth session, in September 2015.

7. As part of its coordination role, OHCHR has continued to promote the World Programme and to assist Member States in national implementation. As with previous phases, a booklet containing the plan of action for the third phase will be published in 2015 and made available in the six official languages of the United Nations. OHCHR has also maintained and further expanded its web pages on the World Programme and related initiatives in English, French and Spanish,[1] and has continued to interact with a wide range of Governments, United Nations entities, other intergovernmental organizations, national human rights institutions and civil society organizations.

8. Upon the initiative of the Irish Human Rights and Equality Commission, OHCHR and the Commission jointly organized the International Conference on Human Rights Education and Training for the Civil and Public Service, held in Dublin in December 2013. The Conference showcased good practice in this area, and encouraged the design and implementation of human rights training for civil servants in accordance with the World Programme. Immediate outputs of the conference included the preparation of a compendium of existing practices implemented or supported by national human rights institutions and the publication of a conference report depicting practices and lessons learned with regard to supporting and implementing human rights training for civil servants.[2]

9. OHCHR participates in the International Contact Group on Citizenship and Human Rights Education, which is coordinated by the Council of Europe and seeks to ensure close cooperation among related regional and international initiatives, including regular sharing of information and implementation of joint activities. Other members of the Group are the Arab League Educational, Cultural and Scientific Organization, the European Commission, the European Union Agency for Fundamental Rights, the Organization of American States, the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe and the United Nations Educational, Scientific and Cultural Organization.

[1] See www.ohchr.org/EN/Issues/Education/Training/Pages/HREducationTrainingIndex.aspx.

[2] The conference report is available from www.ipa.ie/pdf/IHRC_Post_Conference_Report_web.pdf.

III. Tools and resources

10. OHCHR has continued to develop and disseminate selected human rights training and education materials and methodologies based on good practice. Together with various intergovernmental organizations, OHCHR finalized the web resource *The Right to Human Rights Education*, a compilation of commitments to human rights education and training that States have made in various international and regional forums.[3] The web resource was launched at the twenty-seventh session of the Human Rights Council, in September 2014. In addition, OHCHR is finalizing an updated edition of *Human Rights Training — A Manual on Human Rights Training Methodology*, published in 2000.

11. OHCHR continued to maintain and expand its Resource Collection on Human Rights Education and Training,[4] a specialized section of the OHCHR Library in Geneva that contains more than 3,800 human rights education and training materials from around the world, and its database on human rights education and training,[5] which is aimed at facilitating the sharing of information on learning programmes and educational institutions worldwide. As of the end of June 2015, the database contains information on 1,205 institutions and 432 human rights training programmes. During the reporting period, the OHCHR Library responded to 251 human rights education queries from governmental and non-governmental entities, including academic institutions, and provided related reference services and other guidance. In addition, during the period 2013-2014 the Library registered 27,632 visits to its online catalogue and added 2,368 new items to its collection.

12. OHCHR also maintains an extensive collection of translations of the Universal Declaration of Human Rights in more than 440 languages and dialects, all available through the OHCHR website. In addition, a collection of print and other material pertaining to the Declaration includes more than 440 items such as books, multimedia materials and a broad range of commemorative items.[6]

13. During the period 2013-2014, OHCHR distributed over 130,000 copies of its printed publications worldwide, in all official United Nations languages. Bulk orders came mainly from Algeria, Bolivia (Plurinational State of), Cameroon, Chad, Chile, the Democratic Republic of the Congo, Ethiopia, Iraq, Kazakhstan, Kyrgyzstan, Lebanon, Mauritania, Mexico, Qatar, Senegal, Togo, Tunisia, the United States of America and Yemen, among other nations. While many of these publications directly benefited external audiences, they also supported human rights training activities as well as advocacy work performed by OHCHR field presences and other entities in the United Nations system. OHCHR also contributed a broad range of human rights-related publications to libraries and resource centres. During the reporting period, the most requested OHCHR printed publications included fact sheets, policy and methodological materials and training and education materials such as *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*; *National Human Rights Institutions: History, Principles, Roles*

[3] Available from www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/Listofcontents.aspx.

[4] See www.ohchr.org/EN/Issues/Education/Training/Pages/Collection.aspx.

[5] See http://hre.ohchr.org/hret/.

[6] For resources pertaining to the Declaration, see www.ohchr.org/EN/UDHR/Pages/Introduction.aspx.

and Responsibilities; and *The Convention on the Rights of Persons with Disabilities: Training Guide* (the English language version and the translations of the *Training Guide* were published using new technology, in an electronic format accessible to persons with disabilities). OHCHR continued to widen its online reach by making all its publications available on the OHCHR website.[7]

IV. International programmes and support

14. OHCHR continued to develop and implement, jointly with the United Nations Institute for Training and Research (UNITAR), the annual Human Rights Orientation Programme for Diplomats, which is aimed at enhancing government officials' understanding of human rights, related United Nations mechanisms and bodies, and OHCHR. More than 170 diplomats from United Nations permanent missions participated in the two editions of the programme held in Geneva in September 2013 and September 2014, respectively.

15. OHCHR continued to deliver human rights training for military, police and civilian personnel deployed to United Nations peace operations. In cooperation with the Integrated Training Service of the Department of Peacekeeping Operations and the Department of Field Support, OHCHR designed and delivered human rights training courses for senior leaders of United Nations peace operations, including special representatives of the Secretary-General, force commanders, police commissioners and their deputies. Human rights components in United Nations peace operations regularly delivered human rights training for uniformed and civilian personnel in peace operations at the mission level. For example, in 2014, the Department of Peacekeeping Operations and OHCHR implemented a training programme on human rights and the protection of civilians for 400 military and police personnel from contingents of the African Union-led International Support Mission in the Central African Republic, to support its transition to the United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic, and OHCHR developed and delivered a human rights training course for the Department's Standing Police Capacity as well as specialized training courses on investigating conflict-related sexual violence.

16. OHCHR also continued to strengthen the capacity and skills of United Nations human rights personnel, both of human rights components of peacekeeping missions and of OHCHR headquarters and field presences, through the organization and delivery of training courses on human rights functions or on specific issues, on a regular or ad hoc basis, including on:

(a) Designing, managing and delivering human rights training;

(b) Human rights and humanitarian action;

(c) Human rights monitoring and investigations;

(d) Monitoring and protecting economic, social and cultural rights;

(e) Monitoring and investigating conflict-related sexual violence;

(f) Human rights report writing;

[7] OHCHR publications, including relevant electronic versions, are available from www.ohchr.org/EN/PublicationsResources/Pages/Publications.aspx.

(g) Human rights indicators;

(h) Indigenous rights and the treaty bodies;

(i) Gender integration;

(j) Human rights and macroeconomic policy.

17. For example, during the reporting period, OHCHR contributed to the increased effectiveness of the human rights training programmes and courses designed and delivered by United Nations human rights staff by training 42 staff members on human rights training methodology during two editions of its regular course on designing, managing and delivering human rights training. This highly interactive course focuses on OHCHR human rights training methodology and touches upon a wide range of issues, including training design, training delivery such as presentations and facilitation) and related techniques, and training needs assessment and evaluation, as well as adult learning theory.

18. OHCHR continued building the capacity and expertise of indigenous and minority representatives on the United Nations system, instruments and mechanisms dealing with human rights in general and issues of particular relevance to indigenous peoples and minorities. In 2014, through its indigenous and minority fellowship programmes, OHCHR trained 42 indigenous and minority representatives to use international human rights mechanisms to advocate for their rights, and 10 residential indigenous and minority fellows received on-the-job training at OHCHR headquarters and field presences, including in Cameroon, Colombia, Guatemala, Mexico, Nigeria and the Russian Federation. In addition, the 2013 Fellowship Programme for People of African Descent brought together fellows from Australia, Costa Rica, France, Panama, the Russian Federation, the United Kingdom of Great Britain and Northern Ireland and the United States. Building on their participation in these programmes, several fellows subsequently pursued initiatives at the national level to enhance participation in decision-making. Examples of such initiatives include advocacy for the inclusion of minority rights in constitution-making processes; awareness-raising among religious minorities; engagement in national legislative and policy reform processes; and the provision of advice and expertise on the rights of indigenous peoples to government entities. OHCHR also issued a new guide for advocates on promoting and protecting minority rights through United Nations and regional mechanisms.

19. OHCHR grants, the participation of specialized OHCHR staff and other contributions have supported international human rights education activities organized by other actors. In 2013 and 2014, for example, OHCHR supported Equitas-International Centre for Human Rights Education in strengthening the capacity of some 180 human rights educators from around the world through the participation of a specialized OHCHR staff member as a resource person in the Equitas annual International Human Rights Training Programme and through the provision of a large number of OHCHR publications for distribution among the educators. OHCHR staff also regularly participate as speakers in side events during Human Rights Council sessions and other gatherings on human rights education organized by civil society and other stakeholders.

20. The Assisting Communities Together (ACT) Project, a joint initiative of OHCHR and the United Nations Development Programme, awarded grants to national and local civil society organizations in support of grass-roots human rights education

initiatives. From 1998 to 2013, OHCHR awarded 753 grants to a wide variety of civil society organizations in 46 countries and facilitated the implementation of a broad range of activities. These grants enabled non-governmental organizations, local associations, academic institutions, professional groups and other civil society institutions to carry out human rights workshops and training courses, awareness-raising activities and education programmes tailored for groups in situations of vulnerability, and also to contribute to the promotion of human rights by the dissemination of specialized material and the creation of information centres. The activities undertaken in this context covered various thematic areas and issues including, inter alia, racial discrimination and minority rights, gender equality and women's human rights, the rights of the child, human rights in the administration of justice, and human rights and health. The eighth phase (2012-2013) of the project ended in 2013.[8]

21. OHCHR also promoted human rights awareness for the general public through the commemoration of Human Rights Day every 10 December, the date on which the General Assembly proclaimed the Universal Declaration of Human Rights. The slogan for Human Rights Day in 2014 was "Human Rights 365", which encompassed the idea that every day is human rights day. OHCHR launched a social media campaign to raise public awareness of human rights and to encourage membership of, and support for, the international human rights community.[9] In addition, in December 2013 OHCHR launched the global "Free and Equal" campaign against homophobia and transphobia, which promotes greater respect for the rights of lesbian, gay, bisexual and transgender (LGBT) people. The campaign has reached more than a billion people and attracted high-profile support from celebrities and public figures in all regions of the world. A video, entitled *The Welcome*, is one of the most widely watched human rights videos of the United Nations, with over 2 million online views and multiple television broadcasts.[10]

22. In 2015, to commemorate the 20-year review of the implementation of the Beijing Declaration and Platform for Action, OHCHR launched the "#Reflect2Protect" campaign to give visibility to the work of all human rights defenders who helped to define this agenda and worked to defend women's human rights and promote gender equality. On this occasion, OHCHR released a series of 12 short video profiles of women's human rights defenders on social media and the #Reflect2Protect website. Each video highlighted one of the 12 areas of concern for the Beijing Platform for Action, namely, poverty, education, health, violence against women, armed conflict, economy, power and decision-making, institutional mechanisms for the advancement of women, human rights, the media, the environment and girls. The campaign also encouraged all people who defend and support the human rights of women and fight against inequality based on gender to send or tweet a picture of themselves reflected in a mirror using the hashtag #reflect2protect, to share their reflection on their role as human rights defenders of women and gender equality.[11]

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[8] For more information on each phase of the ACT project, see www.ohchr.org/EN/Issues/Education/Training/ACTProject/Pages/ACTProjectIndex.aspx.

[9] For more information on Human Rights Day 2014, see www.ohchr.org/EN/NewsEvents/HRDay2014/Pages/HRD2014.aspx.

[10] For more information on the Free and Equal campaign, see www.unfe.org/.

[11] For more detailed information on the #reflect2protect campaign, see www.ohchr.org/EN/NewsEvents/WHRD/Pages/WomenHRDefenders.aspx.

23. Activities were also organized to combat the negative and discriminatory perception of migrants and to draw attention to the situation of persons with albinism. For example, on International Migrants Day in December 2013, OHCHR and the International Labour Organization jointly launched a series of cartoons which sought to challenge myths and encourage a more positive public perception of migrants. The cartoon collection reached over 13,000 people on Facebook, and the tweets generated an estimated 825,000 potential impressions on Twitter (i.e., the number of times a tweet reached Twitter accounts).[12] As a result of awareness-raising activities undertaken by OHCHR, the situation of persons with albinism received greater attention in the media and in recommendations issued by human rights mechanisms. On the recommendation of the Human Rights Council, the General Assembly proclaimed 13 June as International Albinism Awareness Day.[13]

V. Regional and national programmes and support[14]

24. Human rights education and training are a regular feature of the work of OHCHR field presences and human rights components of peace missions, often in collaboration with relevant sections at OHCHR headquarters. A non-exhaustive list of activities that were conducted from July 2013 to June 2015 includes human rights training programmes for various audiences such as security forces, law enforcement officials, journalists, legal professionals and civil society, the provision of advisory services to Governments on the development of human rights education programmes and awareness-raising activities aimed at the general public.

25. OHCHR frequently conducts human rights capacity-building programmes, including training, for law enforcement officials and other justice administration personnel as part of its overall efforts to strengthen accountability and the rule of law and to combat impunity. In 2014, for example, the Working Group on Promoting and Protecting Human Rights and the Rule of Law while Countering Terrorism, under the United Nations Counter-Terrorism Implementation Task Force, continued its implementation of a long-term project on training and capacity-building for law enforcement officials on human rights. Nine Member States expressed interest in receiving training under the project, and training was first rolled out in Nigeria in early 2015. OHCHR also developed a series of practical human rights reference guides for use by States. These initiatives help to ensure that, while States are taking various measures to prevent acts of violence and safeguard the security of those within their jurisdiction, law enforcement officials prioritize human rights considerations when carrying out their work.

26. In Guatemala, OHCHR carried out a comprehensive strategy to strengthen national capacity to combat impunity. By continuing to support the justice sector, it increased the application of international human rights standards in judicial resolutions. In Cambodia, OHCHR convened judges, prosecutors, lawyers, court clerks

[12] For more information on International Migrants Day 2013, see www.ohchr.org/EN/Issues/Migration/Pages/InternationalMigrantsDay2013.aspx.

[13] For more information on OHCHR's awareness-raising activities on the situation of persons with albinism, see http://albinism.ohchr.org/.

[14] For more detailed information on activities referred to in the present section, see www2.ohchr.org/english/OHCHRReport2014/WEB_version/ and www2.ohchr.org/english/OHCHRReport2013/WEB_version/.

and prison and police officials through a series of five regional judicial round tables, which fostered cooperation and improved the delivery of justice. In Mozambique, the OHCHR Regional Office for Southern Africa conducted capacity-building for the national human rights institution which enabled it to carry out its first systematic monitoring of prisons and a detention centre. In Tajikistan, OHCHR organized a workshop on traditional justice and an expert consultation on military justice. The joint advocacy of the Office, the Ombudsman and civil society ultimately led to the establishment of a pilot mechanism to monitor closed institutions. In April 2014, OHCHR released a report on the situation of prisons in Tunisia, which led to the establishment of a national working group to implement its recommendations and the development of human rights training programmes for prison officials. Human rights courses were also included in the training of legal professionals in, inter alia, Bolivia (Plurinational State of), Cambodia, Georgia, Kenya and Mexico.

27. In late 2014 and early 2015, the OHCHR Regional Office for South America trained groups in situations of vulnerability on the use of international human rights mechanisms to denounce human rights violations, as an integral part of its overall commitment to curtail impunity. In Chile, 50 members of civil society organizations were trained in January 2015 on issuing alternative reports to the Committee on Economic, Social and Cultural Rights. These training courses help to ensure the participation of civil society in the United Nations human rights mechanisms, enhancing the enforcement of human rights.

28. OHCHR addresses sexual and gender-based violence, trafficking and related exploitation, including through education and related capacity-building programmes. For example, the Office of the United Nations High Commissioner for Human Rights in Guatemala submitted an OHCHR study on wrongful gender stereotyping by the judiciary in cases of sexual and gender-based violence to the judicial school, which consequently agreed to integrate the issue of gender stereotypes into the curriculum of the judiciary. As a co-lead entity of the Team of Experts on the Rule of Law and Sexual Violence in Conflict established under Security Council resolution 1888 (2009), OHCHR continued to provide capacity-building assistance to the national authorities of the Central African Republic, Colombia, Côte d'Ivoire, the Democratic Republic of the Congo, Guinea, Liberia, Somalia and South Sudan, addressing accountability for conflict-related sexual violence. OHCHR established a committee of national experts on conflict-related sexual violence in Côte d'Ivoire which sensitized members of the armed forces and the population on the prevention of, and responses to, sexual violence. OHCHR also delivered a three-day training course for human rights components of peacekeeping missions and fact-finding bodies on investigating conflict-related sexual violence in the Democratic Republic of the Congo and the Sudan (Darfur), enhancing their capacity to investigate allegations of these serious violations. The OHCHR Regional Office for Europe contributed to raising awareness on the linkages between trafficking and human rights by delivering training modules on the human rights-based approach to identifying and interviewing victims.

29. Furthermore, in 2014, in efforts to enhance equality and counter discrimination, OHCHR provided assistance to Governments with regard to increasing the awareness of national actors and developing their capacity to combat racism, racial discrimination, xenophobia and related intolerance. For example, in El Salvador and Nicaragua, 50 national human rights institutions officers were trained by the OHCHR Regional Office for Central America on the implementation of an

intervention protocol for cases of racial discrimination. OHCHR also organized events for specific groups in Belarus, Jordan, the Russian Federation and Tunisia on freedom of religion or belief, including the prohibition of incitement to national, racial or religious hatred in the framework of the follow-up to the Rabat Plan of Action on the prohibition of advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence, adopted in 2012. In Mauritania, OHCHR organized two seminars on cultural diversity which were aimed at, inter alia, improving understanding of the rights of migrant workers and their families in the context of the promotion of tolerance and social justice. In the Republic of Moldova, OHCHR supported a network of parents of children with disabilities in their efforts to achieve inclusive education and contributed to the development of awareness-raising campaigns.

30. In response to widespread human rights abuses targeting individuals on account of their sexual orientation or gender identity, OHCHR field presences conducted training for civil society with a focus on the monitoring of human rights violations against LGBT persons. For example, OHCHR engaged in capacity-building activities for members of Cambodian civil society organizations working on the rights of LGBT persons by organizing training sessions on human rights monitoring and fact-finding.

31. As part of its strategy on widening the democratic space, OHCHR built the capacity of national actors to address human rights issues concerning the media. In 2014, OHCHR organized a workshop with the Ministry of Communication in Madagascar which facilitated the development of a draft media code, as well as a workshop in Togo to promote the professionalization of the media. The OHCHR Regional Office for West Africa launched a training project for journalists on, inter alia, human rights and human rights reporting. The OHCHR Regional Office for the Middle East worked with OHCHR Tunisia to organize a workshop which strengthened the capacity of civil society actors and journalists in the prevention of incitement to hatred, based on international human rights norms and mechanisms on freedom of expression.

32. OHCHR also organized workshops for women human rights defenders from the Asia-Pacific region in relation to the Beijing Declaration and Platform for Action, to encourage women's political participation and give visibility to the work of women human rights defenders. OHCHR held introductory workshops in Madagascar for women leaders on human rights which resulted in an increased understanding of the use of national, regional and international mechanisms to protect women's rights.

33. In Colombia, the Democratic Republic of the Congo, Guatemala and Mexico, OHCHR field presences launched public information campaigns (including radio programmes in Colombia) and a mentoring scheme for civil society actors in the Democratic Republic of the Congo, and enhanced the capacity of civil society organizations in remote regions in Tajikistan. In Georgia, OHCHR translated and disseminated human rights training materials into local languages and organized a summer school on human rights for lawyers and civil society representatives.

34. OHCHR also provided support to countries including, inter alia, Colombia, Jamaica, Kenya, Madagascar, the Russian Federation, Rwanda, Timor-Leste and Tunisia, to integrate or enhance human rights in their national education systems by training teachers, developing teaching materials on human rights and providing

advice on policy papers. The Government of Rwanda developed a national strategy on the topic, and human rights education was included in the school systems in Jamaica, Timor-Leste and Tunisia. Five universities in the Russian Federation (in Moscow, Perm and Kazan) integrated a human rights master's programme into their curricula, and Egerton University in Kenya introduced a human rights class as a common course for all undergraduate students. In Colombia, steps were made to start implementing the national public policy on human rights education, and the training of trainers and educational authorities now incorporates a human rights-based approach. In Madagascar, the Military Academy approved the integration of human rights modules into the curricula of the Academy.

35. In 2014, OHCHR provided advice, training and support to staff of national human rights institutions in Angola, Benin, Botswana, Comoros, the Gambia, Guatemala, Guinea, Mozambique, Senegal, South Africa, Tunisia, Vanuatu and Zimbabwe on human rights standards and the Principles relating to the status of national institutions for the promotion and protection of human rights (Paris Principles), handling complaints and monitoring and investigations.

36. OHCHR is also conducting human rights training in several African countries for independent electoral commissions, parliamentarians, civil society actors and media professionals in view of scheduled local elections. This training is aimed at promoting transparent and participative societies based on dialogue, pluralism and tolerance.

37. OHCHR provided human rights education and training to various stakeholders in order to integrate human rights into development and the economic sphere in relation to global economic and social issues. OHCHR led training on monitoring economic, social and cultural rights in, inter alia, Kyrgyzstan, Mauritania and the Occupied Palestinian Territories, and for the judicial protection of those rights in Guatemala, Madagascar and Montenegro, among other countries. In Mexico, OHCHR increased the awareness of State institutions and non-State actors about international obligations in relation to economic and social rights. OHCHR also undertook an ambitious process to develop a fairer, more effective system of domestic law remedies in cases of gross human rights abuses involving business enterprises. This involved capacity-building in a number of countries with a view to supporting effective implementation of the Guiding Principles on Business and Human Rights.

VI. Conclusions

38. **The present report provides an overview of the work undertaken by OHCHR to facilitate human rights learning at all levels, internationally, regionally and nationally. OHCHR has also submitted to the thirtieth session of the Human Rights Council a report (A/HRC/30/24) on the human rights education and training initiatives undertaken nationally in the context of the second phase (2010-2014) of the World Programme for Human Rights Education which is complementary to the present report.**

39. **United Nations initiatives, such as the International Year of Human Rights Learning, the World Programme for Human Rights Education and the United Nations Declaration on Human Rights Education and Training, represent the commitment to human rights education by Governments at the international**

level and their consensus on the key contribution of human rights education, training and learning to the realization of human rights. However, it is important to bear in mind that international programmes can only support, and not replace, committed, vigorous and concerted national action, in the best interest of each nation.

40. Indeed, effective human rights education, by empowering right-holders to claim their rights and by developing the capacity of duty-bearers to meet their obligations to protect, respect and fulfil human rights, is a powerful strategy towards many ends: the prevention of human rights violations and violent conflict, the enhancement of people's participation in decision-making processes within democratic systems, the promotion of people-centred sustainable development and, overall, the development of just societies in which all human rights of everyone are valued and respected.